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ABSTRACT

Eighth grade students whose reading achievement scores fell between second and fourth grade level were given an individualized self-concept approach to reading instruction in home economics. Causes for their reading difficulties were identified as lack of interest in school, no set goals, poor attitudes, poor attendance and suspensions, and disadvantaged learning--the students who had not learned the basic skills needed to be able to function in school. Students worked in a home economics laboratory that was conducted as a reading laboratory for a six-week period. Two indepth lessons were involved: in the first, students were told the story of Hansel and Gretel and asked to make a gingerbread house; in the second, the students studied nutrition and kept track of their own nutritional habits. A consumer education part of the course involved learning to read labels. At the end of the six-week period, 62% of the students had made gains in vocabulary, 43% had made gains in comprehension, 52% had improved their grades, 75% had improved their self-concept as witnessed by their social behavior, and 63% showed more enthusiasm for home economics. (Appendixes include materials that were used during the course.) (HOD)

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Teaching Home Economics Content Material in an Individualized Reading Skills Laboratory

Linnie Sue Comerford

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Table of Contents

Teaching Home Economics Content Material in an Individualized Reading Skills Laboratory

Cover Sheet..... i

Abstract..... ii

Table of Contents.....iii

Observer's Verification..... iv

Chapter 1: Description and Documentation of the Problem..... 1

Chapter 2: Analysis of the Problem..... 6

Chapter 3: Operational Objectives and Means of Evaluation..... 11

Chapter 4: Solution

(a) Alternative strategies..... 13

(b) Strategy to be implemented 17

(c) Implementation plan..... 23

Chapter 5: Action taken..... 27

Chapter 6: Evaluation

(a) Data and analysis related operational objectives..... 38

(b) Incidental observations and recommendations..... 41

Table of Contents - (Cont.)

Bibliography..... 42

Appendices

A. Semantic Attribute Listing..... 44

B. All About Me..... 45

C. Teacher Observations..... 46

D. Me Tree..... 48

E. Gingerbread House Recipe and Pattern..... 49

F. Cloze-type Test..... 50

G. Nutrition Vocabulary List..... 52

H. Record of Foods Eaten..... 53

I. Nutrient Chart..... 54

J. Comparison Chart of Basic Four Foods..... 55

K. Diary of Life of White Mice..... 56

L. Bar Graphs Forms..... 57

M. Pizza Recipe..... 58

N. Nutrients in Recipe..... 59

O. Cereal Box Chart Questions..... 60

P. Multiple Choice Test..... 61

Q. Oral True-False Test..... 62

R. Stanford Diagnostic Reading Test Results..... 63

S. Me Tree Response Chart..... 64

T. Self-Vocaulary Game..... 65

U. Self-Word Search..... 66

V. Hansel and Gretel Responses..... 67

W. Vocabulary Responses..... 68

X. Semantic Attritube Listing Responses..... 69

As Director of Reading at Roosevelt Junior High School, It was my pleasure to observe a vocational teacher using reading skills instruction as a means of teaching the content of a hands on subject. I observed Mrs. Comerford very frequently in her Home Ec. Lab doing the activities discussed in her report. As Reading Director, it is my wish that these activities could be incorporated in our Reading Lab. It was an honor to be a part of such a beautiful experience.

Shirley Payne
Director of Reading Lab
Roosevelt Jr. High School

Chapter 1

Description and Documentation of the Problem

The Palm Beach County School System covers more than 2,335 square miles of land - one of the largest, geographically, east of the Mississippi.

In the studert population it is among the fifty largest in the nation. At its peak, the number of students exceeds 71,000 of which 4,000 are in kindergarten and 67,000 in grades one through twelve.

Students are housed in 88 school centers, 32 of which were built after 1960. The total value of all school facilities is estimated at more than $160 million and land value of over $10 million.

An elected, mon-partisan, seven-member board serves as the policy-making authority with administrative responsibility vested in an appointed superintendent who serves as chief executive officer. The school board is the local education authority.

In the Palm Beach County School System employees are in excess of 7,000. A great majority of the certified personnel of the instructional staff have earned a master's degree or higher.

The Roosevelt Junior High School consists of 726 students as of November 26, 1979. There are 335 eighth graders.

These are divided into 153 males, 182 females; 137 blacks, 184 whites, and 14 others.

The teaching units include 11 blacks and 18 whites. Among these are two regular English units, two regular math units, two science units, and two social studies units. The ECE Department consists on one EM unit, one ED unit, two SLD units. The pre-vocational programs consists of one unit of agriculture and horticulture, one unit of business and careers, two units of home economics, one unit of American Industries, and one unit of construction. Related arts consist of one general music unit, one band unit, one itinerant strings unit, one county reading unit, one art. There are five alternative education units, and two compensatory education units. The administration consists of a principal, an assistant principal, a dean, and two guidance counselors.

Roosevelt Junior High School is located in a small section of a community of approximately 130,000 people, in a predominantly black neighborhood that is often referred to as a "black ghetto".

The socio-economic predictor variables of the school's communities include 28% white collar occupations, 35% blue collar labor and 48% government assisted income or no income. The school has a history of many racial problems and hostility stemming from integration. It once served only black

students until the middle 1960's when integration laws resulted in students being bused from other neighborhoods to provide equal educational opportunities for all.

At Roosevelt Junior High Community School approximately 32% of the eight graders failed the Reading Section of the Statewide Assessment Test. Of this 32%, 15% is believed to have the aptitude to do better but because of poor self-concepts and disadvantaged learning in these areas did poorly.

The participant had five classes of eighth grade students in pre-vocational home economics. For the practicum, the class was chosen that represented the greatest challenge. Four students in this class could not read above second grade level. An example of the wide range of abilities was: 20% of the class could read a recipe and produce a product, 20% of the class could not read the recipe, and the remaining 60% could read the recipe but could not understand how to put it together. They had no confidence in their ability to try to read or to do any skilled tasks, such as measuring flour by themselves. In order to achieve anything they needed the teacher beside them explaining each step of a procedure.

The class's diets were high in sugar and additives, one of the causes for that 50% of theclass had great difficulty in concentration. This class met from 10:15 to 11:10 am. This time period is shown by research to be one of low blood sugar levels and a cause of poor concentration.

Added to this, the chief breakfast foods were doughnuts, candy, and soft drinks which caused a drop in blood sugar levels, after one hour of eating.

Another reason for choosing this class is their lack of exposure to any environment other than West Palm Beach and its immediate surroundings. Their diet, recreational activities, and religious life are centered in the ten mile radius of West Palm Beach for most of these students all of their lives. Only two of the twenty-one students had traveled outside of Florida.

Another problem for the teacher of the class is the wide level of abilities in the one class. This class is made up of students from the compensatory education, alternative education, emotional handicapped, and the basic academic, and advanced programs. The compensatory education classes consist of students that in the 7th grade are in Stanines 1,2,3 and 8th grade students in Stanines 3,2,1 are added to complete units. This means they have two math and two English classes. Alternative education classes consist of students with disciplinary problems and truancy with stanines scores of 1, 2, or 3. Emotional handicapped classes consist of students who have emotional problems and cannot work in groups of more than five or ten.

Vocational classes are motivational for most of these students. Vocational subjects help the student discover

his abilities and learn how to have his needs met. This wide range of minute experiences and non-exposure poses problems. It is necessary that the program be individualized for these needs to be met.

Chapter II

Analysis of the Problem

Investigation into the cumulative records of the students who fell below grade level in reading on the State Assessment test give in Palm Beach County revealed previous experiences of failure, lack of basic skills not retained in elementary grades, and poor self-concepts as indicated by lack of interest in school reflected in a poor attendance record, discipline reports and suspensions of some of the students.

The indicators of disadvantaged learning are previous failures in elementary grades, poor showings on basic skills sections of standardized tests given countywide and poor grades in basic academic classes. When given materials to read on grade level the students become frustrated and achieved below their indicated ability levels. These students are disadvantaged in that they were never given a chance to learn the skills needed for them to be able to achieve as they progress in school and throughout life. They need an opportunity to develop these skills before entering high school.[1]

Non-readers are illiterate in our society. It is time that we take a look at what studies have proved or disproved

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[1]Payne, Shirley, An Individualized Developmental Approach to Learning Basic Skills in the Reading Lab. Ed.S.Dissertation, being processed by Education Resources Information Center, P.O. Box 190, Arlington, Virginia, 22210.

concerning making non-readers become readers, or disadvantaged readers become readers.

If you look at the social institutions in America today, you will see that they function on the premise that almost all children 10- to 15-year-olds are difficult, obstreperous, disruptive, and almost impossible to deal with, that they are in a transition stage between childhood and adolescence, and that they are basically similar in growth rate and maturity. We keep our 10- to 15-year-olds out of the workplace, our of a vital homelife, and in the junior high/middle school or juvenile correction facility. We allow our media to portray them as typically dangerous or as undesirable.[1]

We treat them as children. In school, they are grouped primarily by chronological age. We expect a sexually active 13-year-old girl to have the same basic interests and the same skills as a 13-year-old boy who is still three years away from puberty.

Information is needed about the interrelationships among cognitive, social, and biological growth variables; the suitability of various types of intervention programs for juvenile offenders; and the relationship between cognitive development and social groups.

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[1]Stauber, Karl N., "Early Adolescents: Neglected, Misunderstood, Miseducated," Foundation News, XVIII (September/October, 1977) pp. 33-35.

Many of these students have great difficulty reading. They agnonize over every word znd don't understand most of what they read orally or silently. Getting these students to read for meaning is a serious problem for the teacher.[1]

For generations teachers have sensed the significant and positive relationship between a student's concept of himself and his performance in school. The students who feel good about themselves and their abilities are the ones who are most likely to succeed.[2]

Students who report low self-concepts rarely perform at above-average levels. Disadvantaged children have negative self-concepts, but not because of their socio-economic circumstances. The causes of negative self-concepts are more psychological than economic. A composite portrait of the successful student would seem to show that he has a relatively high opinion of himself and is optimistic about his future perf ormance.

Judging by the preponderance of available research, it seems reasonable to assume that unsuccessful students,

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[1]Enz, Judith, "Tips for Teaching Reading for Meaning", Today's Education, November/December, 1979. pp. 28-29.

[2]Purkey, William, Self-Concept and School Achievement, New Jersey: Prentice Hall, Inc., pp. 14-23.

Whether underachievers, nonachiever, or poor readers, are likely to hold attitudes about themselves and their abilities which are pervasively negative. They tend to see themselves as less able, less adequate, and less self-reliant than their more successful peers.

The categories 'reader' and 'non-reader' are based on attitude as well as skill. Non-readers may feel either discomfort or a sense of failure in many classrooms. Such experiences are unlikely to enhance either their feeling of personal worth or their learning potential. Teachers need to accept the fact that valuing reading is simply one of a range of human values rather than the ultimate one to create the atmosphere of mutual respect in which learning and growth occur.

Reading skills are quite obviously necessary for many kinds of personal and economic successes in our culture. One needs only to look at the self-image and employment potential of the unskilled non-reader to know that. The challenge is to recognize that reading skill and attitude toward reading are two separate factors which interact in a variety of ways in our students and in ourselves.[1]

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[1] Saunders, E., and Lampert, K., "Readers and Non-Readers: What's the Difference?", English Journal, Summer, 1976. pp. 179-181.

Individualization means acknowledging student needs and learning styles as a starting point for learning. Poor readers need shorter and more reading materials and careful sequencing of reading from concreate to abstract. Non-readers need opportunities to use their active concrete orientation constructively and an atmosphere in which they feel comfortable about sharing their perceptions. The readers need to interact actively with the material and with the class.

The junior high school students involved in the participant's study need a completely revised life style that can be experienced in home economics. The most important factor for the disadvantaged learner is the opportunity to experience success by being involved in practical skills. This success gives the student encouragement to attempt reading skills he might not try any other place.

Because he is motivated to cook, he will develop his listening and his writing skills, so he can write the directions for a recipe from a demonstration. He will learn to read the recipe book. And as he achieves success in one area, he will try other skills. Soon he will look up the recipe he wants using the index. The results are that he is learning reading skills. The successes improve his self-concept. Most important in enhancing self-worth is to achieve success in their undertakings. This involves short reading materials and moving from concrete to abstract actively involving the students.

Chapter III

Operational Objectives and Means of Evaluation

1. Given a six week period in an individualized home economics reading lab, 10% of the twenty-one eighth graders involved will make gains in the areas of auditory discrimination, reading comprehension and word understanding as measured by the Stanfod Diagnostic Reading Test (brown cover). A pretest and a posttest will be give. Scores will be compared and analyzed.

2. Given a weekly self-concept work session during a six week period, 50% of the students will begin to feel good about themselves as will be evidenced by the "Me Tree" questionnaire given at the beginning and the end of the lab period. There will also be an improvement in their social behavior as observed by the participant in the classroom.

3. Given a six week period in an individualized reading skills developmental setting, 30% of the students will develop skills needed to use a textbook, reference books, read charts, and participate in discussions during class. This will be evidenced by report card grades.

4. Given a six week period in the individualized setting of the home economics reading lab, 70% of the students

will increase their home activities and projects related to home economics. This will be measured by the number of new recipes they cook, by the decorating of their rooms, by the new patterns sewed, by new interest in personal grooming, by greater interest in child care or babysitting. This information will be gathered from the parents and from the students orally reporting to the class.

Chapter IV

Solution

a. Alternative Strategies

An alternative is to offer more time for these students to learn the skills taught in home economics. This could be accomplished by offering after school tutoring sessions once or twice a week for an hour. Motivating the students to attend these sessions is a problem since the majority of the students needing the assistance already have negative views of school and are turned off. Another problem with this approach is transportation home after school.

Another option is to involve the parents in the program. One possible way of doing this would be to require a home project related to the one being studied in the class room. The teacher could then visit each student's home, discussing the progress or accomplishments of the students with the parents. The parents being involved and interested would encourage the students learning more about the subject. A difficulty with this program is the amount of time required and the difficulty in scheduling interviews aswell as Administration, School Board, and Union Policies that have definite guidelines to follow in the times and way that parental interviews can be set up. There are insurance requirements that must be considered. Another very important consideration is security in certain neighborhoods.

The same or similiar results could be achieved by having the parents visit the school for counseling by themselves, and later with the students. There are several disadvantages of this plan. The teacher would not gain a knowledge of the home environment that would be an aid in helping to develop the self-concept of the students. Knowing the environment would also be an aid in developing the life skills of home economics and the reading skills the student needs. Another disadvantage of this plan is having to meet at night in this particular area. It is a high crime area with poor lighting and people are afraid to come at night, Also there is a lack of parental interest as evidenced on school open house nights, and with student discipline.

Another big difficulty to overcome with the parents is their complete lack of involvement with their children, the students. When home projects (or homework) is assigned the parents refuse to let the student cook or "mess up" the kitchen or house. Even when the student has serious problems at school, often the parents will not become involved to help the student. Often it is not because the parent does not want to get involved, but it is because the parent is unable to do so. Many of their work scheules prevent the parents from coming to the school. Sometimes their lack of interest is because of pressures on them as sole supporters of a family, and having to come to the school only increases

the pressures on them. Another reason the parents often can not visit the school is because of the distance. For many parents and students there is never any transportation to the school.

Another possiblity was an intensive, five-week, literacy homecraft course in New York City,[1] that was conducted to accelerate learning and propel learners toward satisfactory achievement. Using the instruction for macrame, the students were instructed in reading. At the end of the course, ten of the thirteen were reading graded material with reasonable accuracy, fluency and comprehension. Two were making fair progress, but probably would not retain literacy without joining continuation classes. One did not learn, but her vision was defective. After three and one-half months, students were again tested. Only one had joined a local literacy class in the interim. Eight of the ten who could be tested achieved 80%-95% accuracy in the comprehension test (Evaluation Unit-National Literacy Pilot Project) for reading. The two who had been slowest in first testing had lost considerably and achieved only 23%-33%. All had lost in writing skills during the interim. A certain amount of homecraft practices taught in the classroom were transferred over to the home, but it was difficult to assess how much.

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[1] Report on an Experimental Study of an Intensive Five-Week Literacy-Homecraft Course. World Literacy and Christian Literature, New York, N.Y., p. 25.

To combine sewing handcrafts and reading would be appropriate for this class study. However, the study of reading skills would not be broad enought to give the student the tools he needs to use a textbook or reference books. Neither would he learn life skills from such a study. There would be a very small amount of reading accomplished and the only skills taught would be recreational sewing skills. The more meaningful life skills would be left out.

b. Strategy to be Implemented

The strategy the participant will implement will be an individualized self-concept approach to reading instruction in Home Economics. Students will work on practical material were results are immediate. They will use life skills activities to develop needed deficient skills in word attack, vocabulary, reading comprehension. This will enhance a purpose for reading in that the purpose for each skill introduced will be examined and discussed prior to the activity implementation.

A key to effective reading instruction is matching the level of difficulty of the reading material with the instructional reading level of the student. Silent and oral reading inventories can be used to find this level. Grade level difficulty of printed matter can be assessed using Edqard Fry's Readability Formula.

The reading program developed in Charles County, Maryland, has several features that will be used in the participant's study. The faculty of the Somers Middle School in Charles County, Maryland,[1] had been exposed to considerable in-service, but little change had been noticed in the classroom. When asked what type of help they desired this faculty asked for specific assistance in teaching students with reading problems.

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[1] Wilson, Robert W., A Modified Reading Program in a Middle School, Journal of Reading, March, 1970, pp. 447-453.

One section of 31 seventh graders was identified as a group of students who were having difficulty learning in all classes, mainly because of poos reading skills, a modified language experience approa ch was used. Lecutres, discussion, films, demonstrations, and experiments replaced texts. Following each presentation, teachers drew comments from children about what they had observed. The comments which were written on the board by the teacher, were duplicated and each student received two copies; these were used for reading materials.

One copy of the material was filed in each students manila folder and became the text for the course. The other copy was used to develop the skills appropriate for the lesson. Students underlined words which they wanted to study; these became both sight vocabulary and spelling words. Students working in pairs, read the stories to each other. Other sk8lls such as reading for main ideas and sequence following directions, and writing were developed as the teachers and the students saw need.

A control group of seventh graders, slightly better than the experimental group, was used for the comparison. This control group was also disadvantaged and educationally retarded. Their program involved a traditional approach using textbooks as a basis for instruction.

Several conclusions can be drawn from the information obtained during this experiment: when children were permitted to remain in traditional learning environments while plagued with reading difficulties, self-concepts seemed to decline. When students were placed in an adjusted program designed to permit them to learn regardless of their reading skill development, self-concept improved, as did teacher evaluation.

The alternative used in the Somers Middle School is a logical suggestion for theparticipant's situation. It is especially significant that the self-concept improved when the student was able to read. In its entirety this would be too time-consuming for a home-economics-reading laboratory; however, some variations of this strategy could be applied to the participant's practicum.

The reading approach involved would be patterned after the P.K. Yonge Laboratory at the University of Florida. The program is distinct in itself because of various combinations of values clarification and human relations group activities that were incorporated into it for further enhancement of positive self-concepts.

Guttinger and Hines[1] are members of the College of Education at the University of Florida who have worked

[1]Guttinger, Helen, and Hines, U.A., "Research in the P. K. Yonge Laboratory School," Florida Journal of Educational Research. January, 1964, pp. 25-27.

along with many others to develop an individualized laboratory approach to reading, enchancing self-concept and broadening the interest of students to be able to better understand content areas.

This experimental study was done and is still in operation at the University's laboratory school (P.I. Yonge) near the University Campus. The program is based upon the developmental tasks associated with adolescence, including independence, commitment and responsibility. Pupils work on an activity program designed to deal with each pupil's own aspirations for change. It is a program for all students in each classroom. The program includes: orientation to the reading program, intensive staff development, laboratory experiences for pupils and extensions of the reading process into content area classrooms following participation in the laboratory.

The fact that adolescents need to be independent, committed, and responsible is recognized. The activities and environment of the laboratory provide for those needs.

In the past 12-15 years, researchers have used psycholinguistic methods to examine the interelationship of reading, writing, speaking, and listening.[1] Researchers have also

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[1] Smith, Frank, Psycholinguistics and Reading, New York; Holt, Rinhart and Winston, 1973, pp. 211.

used these same methods to examine the penshant of readers to read words in groups and predict what follows them, sampling only enough of the remaining words to confirm or cancel their prediction. The research results indicate that teachers should teach reading as a whole language process and that children learn to read by reading, not by filling in worksheets that focus on isolated skills.

By helping students read for meaning by teaching skills in context as the need for them arises, the participant may be able to help overcome the reading problems in the class.

Another technique that will be used is to ask a student to read a story onto a tape and then play back the tape for listening. If the child has read words or phrases onto the tape that don't make sense, the tape can be stopped and the child asked what he meant.[1]

An effective method to use with slow readers is to ask a student to retell the story as he or she remembers it.[2] Then let the students who remember the story differently give their versions. Have students discuss why they remember differently. If they want to - and they usually will -

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[1]Taylor, Jo Ellyn, "Making Sense: The Basic Skill in Reading," Language Arts 54:668-72, September, 1977, pp. 24-26.

[2]Goodman, Yetta M. and Burke, Carolyn L., Reading Strategies: Focus on Comprehension. New York: Holt, Rinehart and Winston, 1980, In Press.

Let them convince one another that one of the viewpoints is correct. Of course, students do not criticize anyone for remembering differently. If students are afraid to express their opinions, they will not develop their speaking and reading skills as readily as they would otherwise.

The participant used her knowledge of the children's learning deficiences and some personal background to creatively modify when possible researched activities to meet the needs of this group of students.

It appeared from studies cited that when efforts are made to improve reading ability and to develop positive self-concepts, academic levels of performance show marked increases.

It is the belief of the administration, as well as the participant, that these areas where deficiences have been established can be improved in an innovative and creative manner. The participant will provide a program that will allow them to develop these needed skills for success in high school and throughout life.

c. Implementation Plan

The participant will administer the Stanford Diagnostic Reading Terst to the twenty-one eighth grade students. The class was chosen that represented the greatest challenge. Four students in this class could not read above second grade level. They had no confidence in their ability to try to read nor to do any skilled tasks, such as measuring flour by themselves. In order to achieve anything they needed the teacher beside them explaining each step of a procedure. They had great difficulty in concentration. One reason for this was their diets were hig in sugar and additives. Another was the classes met at 10:15 to 11:10, a time of day of low blood sugar levels. Another reasonfor choosing this class is their lack of exposure to any environment other than West Palm Beach and its immediate surroundings.

After testing these students will receive basic home economics instruction through an individualize developmental reading skills approach.

The Stanford Diagnostic Reading Test will indicate the student's ability in phonetic analysis, auditory vocabulary, and reading comprehension. A Semantic Attribute Listing (Appendix A) will be administered at the beginning and again at the end of the study. It will

include twenty words related to each of the five areas of home economics: food, sew, child, you, house. This will check the increased understanding of the student's concept of home economics. They will also complete a self-concept evaluation instrument, "All About Me," (Appendix B) that describes their family, emotions, school, themselves, things they like to do and favorites. A self-portrait and a "Me Tree" (Appendix D) will further help to understand eac student's self-concept. The "Me Tree" will be done again at the end of the study in order to evaluate the improvement in self-concept.

There will be two in-depth lessons, each involving three weeks, for a total of six weeks. The first will be to study a familiar fairytale to encourage reading. The story will be told orally by the class and written down in outline form. Each student will listen to the original story read aloud and correct his version.

Each student will read his written description of the gingerbread house into the tape recorder. This will be replayed to see how clearly he understands what he is to do - to see if he has themeaning or main idea.

The student will use given dimensions and make a pattern for the gingerbread house, (Appendix E). From a demonstration he will take notes and copy the recipe.

He will then measure, mix, bake, and decorate Hansel and Gretel's gingerbread house. A Cloze-type test (Appendix F) will be given to determine if he has a clear understandin of the reading material, especially related to the fairytale gingerbread house.

The second unit will be the study of nutrition. The first lesson will be to write down all that they have eaten for 24 hours (Appendix H). Vocabulary words (Appendix G) will be studied and defined as a class lesson. The students will make a poster of the basic four foods needed in their diets. Each student will also complete a chart (Appendix I) listing the six basic nutrients and their use in the body and sources of the nutrient.

The student will be weighed and his height measured and compared with the national average. He will list the foods he ate for the 24-hour period on a Basic-Four-Food Chart (Spprnfic J) to understand the strengths and weaknesses of his eating habits.

Hopefully white mice can be acquired and fed the school lunch diet with one not receiving milk. The students will keep a daily diary of the rats' weight and appearance. (Appendix K). The writing and reading in this activity will be important, as they will have to draw a conclusion from their notes as to the importance of milk in their diet.

An analysis of students' eating habits will probably reveal many snacks. The student will make a bar graph (Appendix L) showing the nutrients in his favorite snack and another bar graph to compare with a favorite nutritious snack. A favorite snack food, pizza, (Appendix M) will be demonstrated in class and from the demonstration the recipe will be copied (for auditory reinforcement).

The lab evaluation will include breaking the recipe into nutrients (Appendix N) and telling what each does in the body. Pantomine will be used to teach these nutrients. A small group of students will be responsible for being an "expert" on a certain nutrient, and then showing in pantomime the results to be expected from dietary deficiencies of each given nutrient. The "audience" will guess what is being demonstrated.

Another reading assignment that is important as a life skill is reading charts. To reinforce this each student will be given a cereal box and asked to find the answers to certain questions on the charts and labels printed on the box. (Appendix O).

A brief multiple-choice test (Appendix P) will give an indication of the students reading ability and knowledge of nutrition. An oral true-false trst will help to evaluate the nutrition knowledge of those who can not master the reading. The Stanford Diagnostic Reading Test will be administered. The Semantic Attribute Listing (Appendix A) will be repeated and the "Me Tree" (Appendix B) will be completed. The pretest and posttest results will be compared.

Chapter V

Action Taken

The participant chose a class of twenty-one eighth grade students who represented the greatest challenge for the practicum study. This group had the widest range of reading levels. Four students in this class could not read above second grade level. Three students read on the eighth grade level, leaving fourteen class members spread fairly evenly from second to eighth grade levels. Their concentration span was very limited, an average of ten minutes. This was partly due to their diets, and to the time of day their class was scheduled, 10:15 to 11:10 am. Being locked in to the local environment was another disadvantage this class faced.

The Stanford Diagnostic Reading Test, sections i, II, and III were administered. The students ranged from grade 11.9 to grade 1.0 on the Auditory Vocabulary, from grade 9 to grade K on the Phonetic Analysis, and from grade 9.9 to grade 2.0 on Reading Comprehension, (Appendix R).

The students' responses to a self-concept activity the "Me Tree" indicated very few values in their lives. Of the twenty-one students, fourteen would not or could not respond initially. Those who did used nouns to indicate tangible ownership. At the end of the unit this activity was repeated with greater in-depth participation; such as,

verbs of action and descriptive adjectives. Also they showed a better understanding of their environment as the responses reached out to include others as well as being personal. Appendix S shows the number of responses before and after the unit. The "Me Tree" activity indicated a low self-concept, so the students studied vocabulary words related to the self. Synonyms were listed for twenty-three words. The slight differences in some words were discussed as the students completed sentences and did a word search.[1] (Appendix T and Appendix U), The students had a lot of fun drawing their self portraits. It was a very successful assignment as everyone understood and could achieve success with a drawing. Self-descriptive terms and information about the students physical and emotional life were included in the questionnaire "All about Me," (Appendix B). About half of the students completed the questionnaire. For most of them the amount of writing involved discouraged them from even starting.

To test their general knowledge of home economics, a Semantic Attritube Listing (Appendix A) was given at the beginning and again at the end of the unit. The student was to list twenty words under each of the following headings:

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[1]Mosler, Gerard, "Self-Vocabulary Game," Self Magazine, New York, New York, March, 1979, pp. 79-80.

food, sew, child, house, andyou. Thirteen students attempted to do this activity, ranging from 100 responses to 9 responses. Most of the words tended to be nounds that were tangible in their daily life. The final responses of the listings were highly unsuccessful as the class rebelled when they realized they would not have another cooking lab, and only eight students attempted the listing with responses ranging from 83 responses to 7 responses. To overcome the rebellion for the final testing desired by the participant the class was allowed to bring a snack to eat at the end of the period. As a result they agreed to take the other test and try to do their best. It would have been preferable to not have done this study at the very end of a food's unit to avoid this situation, (rebellion of class at being told they will not cook and eat again).

The first reading-cooking assignment was a ginerbread house. The class orally told the story of Hansel and Gretel as they remembered it. Only two of the students knew the outline of the story. Six of the students said they had never heard the story. The story was outlined on the board and added to as it was remembered. Finally the story was read. The class was asked to write a description of the gingerbread house. The descriptions were detailed and original, some describing pictures on the bulletin board of candy and cookies.

Three houses related to the story of Hansel and Gretel. Part of the reason was the difficulty the class had with spelling and writing. The class chose partners and prepared to cook. The recipe was demonstrated and the class took notes during the demonstration of the recipe. Sixteen students had copied correctly the list of ingredients. Only two students had copied the instructions for mixing. The first day cooking lab the class used their list of ingredients and measured the ingredients for the recipe. Since they had not concentrated enough on the procedure, only four of the ten groups (of partners) mixed the recipe in order. However, as it was possible to mix it after everything was dumped in the bowl, everyone eventually had acceptable dough. The second day the class rolled out the dough and using a pattern they had cut from dimensions on the recipe they cut out the rectangle and triangle cookies that would become the house. One student who had never demonstrated initiative was found to be able to figure out how to cut a rectangle two inches by inches. The cookies were shaped and the third day, baking started. Everyone was very careful in the timing and nothing was burned. The recipes all tasted good, so the participant knew that the measuring had been correct. Even if the mixing procedure had not been followed, the entire class achieved success in the final product.

The class had a guest cake decorator demonstrating ways of decorating the house. They learned to make edgings and leaves and simple drop flowers.

The icing (glue) was successfully made by all the students, beating the egg white stiff and adding confectioners' sugar until it was stiff. The class showed patience in holding the cake pieces together until the icing hardened which required about one minute. The class used the new knowledge of cake decorating and had many creative ideas in individualizing their houses. There were fourteen completed houses. The reason there were not twenty-one had to do with absences, as it was the Christmas week, and five students were out most of the week. Several were out part of the time because of activities in the school. One of the students was pregnant and will not be in the class probably again. She has not been withdrawn from school, therefore the participant is considering her as one ofthetwenty-one students.

During this cooking lab period, there was an opportunity for the participant to work one-to-one with discovered self-concept problems; one thumb sucker, two very shy students, one student rejected by the entire class so no one wanted to work with him. His partner was a boy who could not read but a very kind human being who felt empathy for this student. Their partnership was mutually satisfactory as the rejected

student helped the boy with his reading. There were four greedy students who ate all the extras or always grabbed the most and best for themselves whenever possible. They were protective of all the gingerbread house parts and were careful that students in other classes did not taste an important part of a house, though they did not hesitate to eat any extra cookies that anyone made.

The main difficulty in this cooking lab was getting the class to stop each day. They were so elated that the recipe was put together and tasted good and they were excited when they understood the position of the rectangle and triangle in making the house. The baking and decorating of the house were 90% positive experiences. The 10% represents absences that prevented the completion of the project.

To summarize the understanding of the written word, a Cloze-type test was administered at the end of this project. The section of the story of Hansel and Gretel that describes the gingerbread house was copied and every seventh word was deleted. The class was asked to write in a word that gave meaning to the sentence. Of a a possible 45 responses, they ranged from one response to 43 responses for the ten students who attempted this exercise. Eight students did not try to understand the exercise. It was a new and untried experience and they would not get involved. Three students were absent. (Appendix V).

The second project was to study nutrition and apply this knowledge to themselves. A vocabulary list of 28 words was given. The students were to look the words up in the dictionary. The use of the dictionary was reviewed prior to the assignment being initiated. Only one student, Cassandra, was able to complete the list from the dictionary. She worked in class and completed the assignment at home. The participant helped the students find the words in the dictionary, read the meanings and only six attempted to write the definitions. Finally the definitions, using only one word, were written on the board. Fourteen students wrote some of the definitions from the chalkboard with nine completing the list (See Appendix W).

The class kept a record of all the food they ate and the liquid they drank, as well as the quantity for a twenty-four hour period. Two students had this information written down upon their return to class the following day. Six students were able to remember what they ate. For the remainder of the class they listed foods they usually ate. (Appendix H). The record was listed on the basic Four-Foods Chart (Appendix J). Ten students ere able to list the foods on the chart. Only four were able to complete the chart and decide which foods belong in each group. If there had been more time to spend on this activity, it is possible that more understanding

could have been developed. To teach the basic diet, a collage was made of the four food groups. Ten students completed the poster. Only two students completed the poster who did not try the chart activity.

Each student chose a snack from the list of foods eaten/ A bar graph was drawn to show the nutrients in each snack food. (Appendix L). Fifteen students completed the bar graph. Comparison of the value to the diet of the favorite junk foods was the basis for choosing a nutritious snack to prepare in class. Cheese pizza won for the snack. The pizza recipe was analyzed on a chart (Appendix N), listing the nutrients in each ingredient. Fourteen students completed part of the chart, where they had to find the ingredients on a chart in a food's textbook and copy the information onto the assignment sheet.

The new experiences for the class with the pizza recipe were making the dough with yeast, kneading, and sampling the different kinds of cheeses. The students copied the recipe from the demonstration given by the participant. Eight students did correctly copy the recipe. The class had been divided into six groups, so many of the students knew someone in their group had copied the recipe and they would be able to prepare the recipe whether they copied it or not. The student had tought through theprocess to be sure he was covered and could cook. The lab experience involved

three hours. The first day of lab, the ingredients were measured and the dough mixed and kneaded. The class worked on a time schedule, so that they were completed and the kitchen clean in the fifty-five minute period. The second day the dough was placed in the pan. This is a very time consuming process for the beginner. There were twelve pizzas made, so each person had an opportunity to try his ability to shape the dough. The third day the sauce was added and the pizza was baked. The mozzarella was grated, and added the last fave minutes of baking. All twelve pizzas looked good and tasted good.

The class was very proud of themselves as they told their friends about the pizzas they had cooked. Many of the students tried the recipe at home. They were ready to keep cooking as this was one of the most successful experiences they had had as a class and as an individual all year. The greedy students were observed to be sharing with those in their group and with others in the class. The student who had been rejected was for this project a part of the class. He had asked if he could work by himself. The participant had suggested that he be the lab assistant. A group of girls asked him to be in their group. He was elated and he accepted their invitation. He did his share of the work. The thumb sucker got involved in this project and forgot his habit. (He did revert to thumb sucking during the evaluation the next week).

A consumer education part of the course involved learning to read labels. The student had to read the printed material on a cereal box to find the answers to specific questions. Along with this lesson costs, additives, and importance in the diet of cereal were discussed. The lesson provided the basis for well-formulated questions from the students as they really wanted to know how some of the listed ingredients affected them. This written assignment had the best response - sixteen students - because it was at the end of the unit and after a most successful pizza lab.

The final week of the study was to be used for the evaluation. The students did not life being tested in home economics classes, and nine refused to try on the comprehension section of the Stanford Diagnostic Reading Test, with one student refusing to take the test. The second day, four students refused to take the test on Sections I and III. The third day the "Me Tree" was redone with much success. Fifteen students responded with two to thirty-one descriptive phrases each. During this class period, the class realized there were to be no more cooking labs, and they rebelled by refusing to complete the Semantic Attritube Listing. Eight students responded with only three listing more words than in the prelisting.(AppendixX).

The refusal of the students to take the tests created a problem. The participant needed to gain the cooperation

of the students to get a true score for the posttests, so the class discussed snacks and the students were allowed to bring a snack to class the following day to eat after the class work. On the next day the content area of the class was tested by a multiple choice quiz and an oral true-false quiz. Twelve members of the class scored higher on the oral quiz than on the reading multiple choice quiz. The problem with the students in home economics is not one of learning content material but of being able to read. The manner in which the class is taught when using reading as a basis for teacher content material makes a grave difference as evidenced by the success of the participant.

Chapter VI
Evaluation

a. Data and analysis related operational objectives

1. Given a six week period in an individualized home economics reading lab, 62% of the twenty-one eighth graders made gains in auditory discrimination; 62% made gains in word understanding; and 43% made gains in reading comprehension as measured by the Stanford Diagnostic Reading Test. A pretest and a posttest were give. (Appendix R).

The students tested improved the most in the areas of auditory vocabulary and phonetic analysis. The test scores are evidence of the participant's observations of the class's ability at the beginning and at the end of the six week period. Reading comprehension is very difficult for this class, even though the test scores indicate a large gain was made. The participant believes that the score would have been even higher if the class had not become emotionally upset with having to take a diagnostic test in home economics.

2. Given a weekly self-concept work session during a six week period, 71% of the students began to feel good about themselves as evidenced by the "Me Tree" questionnaire given at the beginning and the end of the unit study. (Appendix S), The social behavior in the classroom

improved 100% as no referrals to the dean were written during this time for any student in this class. (Referrals are for fighting, arguments, and any other conduct that can not be tolerated in the classroom). The students arrived and were ready to begin class before the bell rang on activity days. Cooperating and sharing increased with the additional studies of self-concepts. The only anti-social behavior was the refusal to take the test, that the participant desired to use in the practicum. From the student's point of view, it was not necessary.

3. Given a six week period in an individualized reading skills developmental setting, 52% of the students developed additional skills needed to use a textbook, reference books, read charts, and participate in discussions during class. The report cards grades showed eleven of the twenty-one students getting at least one letter grade higher. Only one student received a lower grade. He could not read, but self-concept was the problem, as he would not try anything to do with reading. He also watched rather than participated in the cooking labs.

4. Given a six week period in the individualized setting of the home economics reading lab, 81% of the students increased their home activities and projects related to home economics. This was measured by the reports given to

the participant orally. Seventeen students cooked at least one recipe. (The most often cooked was peanut butter cookies that were demonstrated by the home economist from the gas company before the practicum study was started). Four students reported doing some type of sewing for themselves or someone in the neighborhood. Three students reported babysitting.

The figures used for analysis included the twenty-one students on the roll of this class. However there were two students in the group who were absent most of the time. One was pregnant and the other's brother died during the unit study.

The data collected to analyze the stated objectives indicated that the program used allowed the students significantly in skill development, self concept, and social behavior.

b. Incidental observations and recommendations

The participant would strongly recommend that all content area teachers use reading as the basis for instruction. As shown by the data collected in this study, the student's success in reading affected his self-concept and his ability to grasp the meaning of the content material.

The self-concept activities introduced in this program improved the students confidence in themselves and allowed a favorable atmosphere for more learning to take place.

Reading and self-concept go hand in hand. The participant firmly believes that improved nutrition and the ability to read on an independent level will solve many of the social problems of our society.

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SEMANTIC ATTRIBUTE LISTING

List 20 words under each heading.

Food

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Sew

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Child

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

House

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

You

ALL ABOUT ME

by_____

MY FAMILY

There are ____ people in my family. I have ____sisters.

I have _____brothers. My Mom_____.

My Dad_____.

ME

I am ___years old. I am ____inches tall. I weigh___pounds.

My hair is _____. My eyes are _____.

I like to play_____.

I like to eat_____.

I like to watch_____.

I like to read_____.

I don't like_____.

I am afraid of _____.

I hate to_____.

I cry when_____.

SCHOOL

My teacher is_____.

I like to _____in school. I play with _____.

School begins at _____. School is out at _____.

MY FAVORITE

My favorite day of the week is_____.

My favorite color is _____. My favorite toy is _____.

My favorite month is_____. My favorite Holiday is

_____.

Teacher Observations

I. Word-recognition skills

A. Works with basic word stems and grammatical endings

B. Recognizes basic words in home economics area

C. Traces word derivations and origins

D. Uses glossaries and dictionaries to find new word meanings

E. Increases vocabulary independently

II. Comprehension Skills

A. Vocabulary concepts

B. Recognizes and remembers details

C. Finds main ideas in paragraph of story

D. Recalls and arranges ideas in proper sequence in a story

E. Anticipates meanings

F. Draws inferences

G. Distinguishes between fact and opinion

H. Locates subordinate details that fit the main idea

I. Distinguishes between reality and fantasy

III. Study Skills

A. Adjusts rate of reading to suit the purpose of the reading material

B. Takes notes efficiently from books and lectures

C. Summarizes materials

D. Constructs an outline independently

E. Obtains information from a chart

F. Classifies information on a chart

G. Secures information by using maps, graphs, and pictorial material.

H. Locates information by using the various parts of a bok: Glossary, table of contents, index, bibliography, appendix, footnotes, preface, etc.

I. Locates information by using the dictionary: derivations, origins, synonyms or antonyms, special sections dealing with geographical terms, foreign words, etc.

J. Locates information
1. Atlas
2. Encyclopedia
3. Almanac
4. Readers' Guide
5. Telephone Book
6. Time schedules
7. Periodicals
8. Television or radio schedules
9. City directory
10. Newspapers

IV. Oral Reading Skills

A. Enunciates clearly
B. Modulates voice appropriately
C. Uses stress, intonation, and pitch appropriate to the content of the material read
D. Reads to a group without distracting mannerisms
E. Maintains comfortable composure
F. Chooses to read independently with pleasure and understanding

V. Listening Skills

A. Follows directions accurately

B. Analyzes and organizes material heard

C. Reacts to programs heard on various media

VI. Interest

A. Likes to read a variety of materials independently

B. Reads during free periods

VII. Attitude

A. Positive, happy

B. Angry, aggressive

C. Negative, self-defeating

Building Students' Self-Concepts

Me-Tree

Purpose

This strategy is designed to help students identify their strengths and accomplishments as a means of promoting their feelings of self-worth.

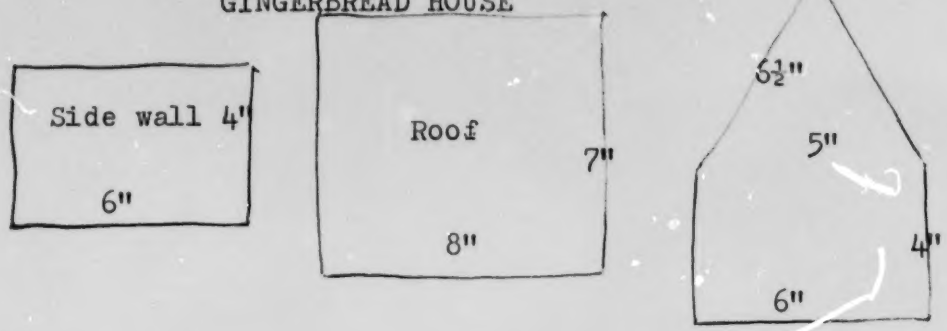
Procedure

Have students draw large "Me Trees" on newsprint, or provide them with a smaller dittoed copy of a Me Tree. On the roots students write, draw symbols, or paste pictures of all their strengths and talents/abilities. On the branches, students write, draw symbols of all of their accomplishments and successes - one per branch. Some roots and branches should be left empty so that new elements can be added as they happen in the future. Then, students place their names on the trunks of the Me Trees and post the completed trees around the room. Students may fill in the empty roots and branches whenever they develop a new strength or accomplish something new. Encourage students to point out each other's strengths and talents.

Variations

Once each week, take five minutes to whip quickly around the class, giving each student a chance to share something that he has added to his Me Tree that week. Students should be allowed to pass. Another option is to pair students and have them do Me Trees for each other. Or, one student each week can be selected to be the "Me Tree student of the week." Each student in the class writes, draws a symbol, or pastes a picture of at least one strength, ability, or accomplishment they think belongs on that student's Me Tree.

GINGERBREAD HOUSE



3/4 c. shortening
3/4 c. sugar
1 egg
1 c. molasses
2 T. vinegar
5 c. flour
1 t. baking soda
1 T. ginger
1 t. cloves
1 t. cinnamon
½ t. salt

Cream shortening and sugar; beat in egg, molasses and vinegar. Sift remaining ingredients together and stir into creamed mixture one cup at time, until evenly mixed. Chill dough uncovered for two hourse. Pinch off enough dough for each shape and roll 1/8" think on cookie sheet. Remove excess dough. Bake 10 min. at 350° F.

ORNAMENTAL ICING

4 egg whites
5 cups powdered sugar

Beat egg whites until stiff and slowly beat in powdered sugar. Keep covered when not using as it dries very quickly.

CLOZE TEST

Fill in blank with a word that makes sense.

It was now the third morning since they had left their father's house. They were always trying to get_____ to it, but instead of that_____only found themselves farther in the wood, and if help had not soon_____ they would have been starved. About_____they saw a pretty snow-white_____sitting on a bough, and singing so_____that they stopped to listen. And when_____had finished, the bird spread his_____ and flew before them and they followed after him until they came to a _____house, and the bird perched on the _____, and when they came nearer they_____ that house was built of _____, and roofed with cakes; and the _____was of transparent sugar.

"We will have _____of this," said Hansel, "and make a _____meal. I will eat a piece of the _____, Gretel, and you can have some of the_____- that will taste sweet."

So Hansel_____up and broke off a bit of the _____, just to see how it_____, and Gretel stood by the window and_____at it. Then they heard a_____ voice call out from inside,

"Nibble, _____, like a mouse,
Who is nibbling at my_____?"

And the children answered,

"Never mind,

It is the_____."

And they went on eating, never disturbing themselves. Hansel, who found that the _____tasted very nice, took down a _____piece of it, and Gretel pulled_____ a large round windowpane, and sat_____down and began upon it. Then the _____opened, and an aged woman came_____, leaning upon a crutch. Hansel and _____ felt very frightened, and let fall what they had in their_____. The old woman, however, nodded her_____, and said,

"Ah, my dear children, how come you here? You must come _____and stay with me, you will be no_____."

So she took them each by the_____ and led them into her little _____. And there they found a good _____laid out, of milk and pancakes, with _____, apples, and nuts. After that she _____them two little white beds, and _____and Gretel laid themselves down on_____, and thought they were in heaven.

The old woman, although her behavior was so kind, was a wicked witch, who lay in wait for children, and had built the little house on purpose to entice them.

NUTRITION VOCABULARY

Write definitions.

1. nutrition
2. water
3. protein
4. fats
5. carbohydrates
6. minerals
7. vitamins
8. growth
9. energy
10. calorie
11. starches
12. sugars
13. cellulose
14. calcium
15. iron
16. ascorbic acid
17. riboflavin
18. niacin
19. thiamine
20. balanced
21. enriched
22. meat
23. milk
24. fruit
25. vegetable
26. bread
27. cereal
28. health

Appendix H
Comerford

FOODS DIARY

Write down the kind of food and the amount you eat during a 24-hour period. Jot down foods as soon as you have eaten.

	FOOD	AMOUNT
Breakfast		
Midmorning Snack		
Lunch		
Afternoon Snack		
Dinner		
Refrigerator Raid of Partying		
Munching Things		

Appendix I
Comerford

BASIC FOUR FOOD GROUPS

Foods you Ate	Amount	Milk	Meat	Bread	Vegetable/Fruit	Extras
BREAKFAST						
LUNCH						
DINNER						
SNACKS						
Total Servings you had in each food group.						
Recommended servings from each basic four food group.		4	2	4	4	

Appendix K
Comerford

DIARY OF LIFE AND NUTRITION OF WHITE MIC.: - name of mouse_____

Date	Weight	Length	Mood	Personal appearance				Food eaten	Water
				Hair	Eyes	Ears	Tail		

Appendix L
Comerford

CONTRIBUTION TO THE DAILY FOOD EATEN

100
95
90
85
80
75
70
65
60
55
50
45
40
35
30
25
20
15
10
5

61

Calories Protein Calcium Iron Vitamin A Thiamine Niacin Ascorbic Acid

62

PIZZA

1 cup warm water
1 package yeast
1 T. sugar
1 t. salt
2 T. oil
3 c. flour
1 8 oz. can toamto sauce
½ t. garlic salt
2 T. grated Parmesan cheese
½ t. oregano
8 oz. mozzarella cheese, grated

FIRST DAY:
Measure warm water into large warm mixing bowl. Sprinkle in yeast; stir until dissolved. Add sugar, salt, oil, and half the flour. Beat until smooth. Mix in enough additional flour to make a soft dough. Turn out onto lightly floured board. Knead until smooth and elastic, about 8 minutes. Place in greased bowl, burning to grease top. Cover; refrigerate over night.

SECOND DAY:
Punch dough down. Turn out onto lightly floured board; divide in half. Roll half of dough into a circle to fit a 12-inch pizza pan. Place dough into greased pan and press around rim of pan to form a standing rim of dough. Cover and refrigerate.

THIRD DAY:
Spread half of the tomato sauce on dough. Sprinkle each half with grated Parmesan cheese and oregano and garlic salt. Bake in a hot oven (425) 20 minutes. Remove from oven and top with cheese slices. Return to iven for 5 minutes, or until cheese is melted. Serve hot.

NUTRIENTS IN PIZZA

Food	Amount	Calories	Protein	Calcium	Vitamin A	B_1	B_2	C
water	1 c.							
sugar	1 T.							
yeast	1 pkg.							
salt	1 T.							
oil	2 T.							
flour	3 c.							
tomato sauce	8 oz.							
garlic salt	½ t.							
Parmesan cheese	2 T.							
oregano	½ t.							
Mozzarella cheese	8 oz.							

BREAKFAST BOWL

Cereal Box Chart Reading to find
facts on graphs, tables, charts

10-point questions;

___1. What company manufactures this cereal?

___2. What is the first, or main, ingredient in this cereal?

___3. How would you address a letter to the company?

___4. One cup of cereal equals how many ounces?

20-point questions:

___1. What is another name for riboflavin? How did you find out?

___2. How much protein does one-half cup whole milk add to the cerea

___3. What does USRDA stamd for?

30-point questions:

___1. Why is BHA added to cereal?

___2. Determine why breakfast food companies give information on the amount of essential nutrients needed by a person per day and the amount a particular cereal provides.

___3. Compare the percentages of USDRAs for people under four years of age and over four. What conclusions can you draw?

___4. Check the ingredients on the package. Why do you think there are ingredients whose names are totally unfamiliar to you?

ORAL TRUE _ FALSE TEST

Write true or false on the separate sheet of paper as the questions are read.

1. Good nutrition makes you feel good and look good.
2. Many American families are not getting the right amount of nutrients they need.
3. Good nutrition means eating lots of food.
4. Water helps you dissolve and digest food and eliminate waste.
5. Proteins produce the 8 essential amino acids your body cells need for growth and repairs.
6. You should eat some fat everyday.
7. Choose a variety of food each day.
8. Eat as much sugar as you like.
9. The nutrition value is the same for a steak or a hamburger.
10. Many states require breads and cereals to be enriched with vitamins and minerals.

SELF-VOCABULARY

Choose the correct word for each definition. Use dictionary.

1. If you think you know yourself, but don't, you suffer from self-_____.
2. Fooling yourself in one way or another means self-_____.
3. Trust yourself most of the time and you have self-_____.
4. Smugness about yourself means self-_____.
5. Being on guard against possible harm, you provide self-_____.
6. But when someone attacks, you resort to self-_____.
7. Pursuing your aims independently means self-_____.
8. If you can hold your impulses in check, you have self-_____.
9. If you care for and respect yourself, you have self-_____.
10. If you constantly feel sorry for yourself, you suffer from self-_____.

SELF WORD SEARCH

Look in the Dictionary under the word self- and find at least 25 words in this puzzle that are in the dictionary.

S Y O P D N A M M O C

S E R C D E F E N S E

E C O A R U E C A N P

N N N I E T Y V N R L

S E T S S B C T O D A

U D E E P E N T I L I

O I N T E R E S T P N

E F T S C C C M A I E

T N E L T I A W N H D

H O F I P S L S I S E

G C O L T O P A M R L

I N I E R R M D R O U

R N R T A L O T E W S

E Y N I L U C I T S I

F O S I B I E E E D O

C E W T I E C E D C N

STANFORD DIAGNOSTIC READING TEST - TEST RESULTS

Name of Student	Phonetic Analysis			Auditory Vocabulary			Reading Comprehension		
	pre	post	gain	pre	post	gain	pre	post	gain
1. Tim	8.2	8.3	+0.1	11.9	12.0	+0.1	9.9	3.6	-6.3
2. Theresa	9.0	9.1	+0.1	7.2	10.6	+3.4	8.3	4.5	-3.8
3. Dyrel	2.4	2.2	-0.2	2.8	3.4	+0.6	2.9	1.2	-1.7
4. Kevin	-	4.7	+4.7	-	6.4	+6.4	6.1	4.5	-1.6
5. Nina	3.5	5.2	+2.3	7.5	9.2	+1.7	7.3	7.1	-0.2
6. Cassandra	3.3	2.2	-1.1	4.0	4.2	+0.2	5.3	3.2	-2.1
7. John	3.1	2.4	-0.7	7.2	8.2	+1.0	6.6	4.7	-1.9
8. Lewis	2.7	3.0	+0.3	3.8	3.9	+0.1	2.0	3.1	+1.1
9. Sheila	2.0	2.3	+0.3	1.0	1.2	+0.2	2.0	2.2	+0.2
10. Ricky	2.9	4.3	+1.4	11.9	11.9	0	5.7	8.6	+2.9
11. Judith				3.3	3.3	0	4.2	4.3	+0.1
12. Moses	K	2.9	+2.9	6.4	3.6	-2.8	2.9	3.5	+0.6
13. Alvin	2.4	3.0	+0.6	3.3	3.4	+0.1	5.6	1.2	-4.4
14. Greg	2.6	2.7	+0.1	3.3	2.0	-1.3			
15. Jeff									
16. Stephena	2.2	1.3	-0.9	3.4	3.4	0	3.1	1.7	-1.4
17. Charles	3.5	3.7	+0.2	4.0	4.7	+0.7	4.0	5.2	+1.2
18. Bernard	2.4	3.0	+0.6	4.0	4.1	+0.1	2.3	3.2	+0.9
19. Cornelius	2.4	3.1	+0.7	9.2	7.9	-1.3	3.2	3.4	+0.2
20. Mike	4.3	2.2	-1.1	9.8	11.9	+2.1	8.0	8.6	+0.6
21. Ruby									

Appendix S
V
W
X

Name of Student	Me Tree Responses			Cloze	Vocab-ulary	Grades	Semantic Attribute listing		
	pre	post	gain				pre	post	gain
1. Tim	0	9	+9	42	28	C/B+	100		
2. Theresa	7			43	28	C/B+	98		
3. Dyrel	0	10	+10	0	4	D/C+	16		
4. Kevin	0	25	+25	4		C/C	23	12	-11
5. Nina	0	18	+18		28	A/A		30	+30
6. Cassandra	3			41	28	C/C	76		
7. John	5	26	+21	35	28	D/A+	54	53	-1
8. Lewis				0		C/D-	0		
9. Sheila	1	10	+9	0	24	C/C	10	20	+10
10. Ricky	6	31	+25	39	28	C/B+	100		
11. Judith	0	11	+11	0		D/C+	0		
12. Moses	0	18	+18	0	27	F/D+	0		
13. Alvin	0	21	+21	0	28	D/D	0	7	+7
14. Greg	0	5	+5	0		D/D	9	20	+11
15. Jeff					28	B/B			
16. Stephena	0	2	+2	0	28	C/C	21	20	-1
17. Charles	3	21	+18	23		D/B+	40	0	-40
18. Bernard	0	7	+7	0		F/D+	0		
19. Cornelius	2			1	13	D/C+	6		
20. Mike	4	13	+9	40	17	C/A+	90	83	-7
21. Ruby									